Connections of IEP Enhancement to Other State/ Organizational Initiatives

PREFERRED PRACTICES
Over the last several years the Special Education Division (SED) has been working on a comprehensive Quality Assurance Process (QAP). At the center of the QAP are the California Department of Education's (CDE) goals for special education and key performance indicators (KPIs) that are used currently only to identify districts who are in need of assistance. The Preferred Practices workgroup has been assembled to assist CDE/SED to 1) define what is meant by preferred practices and 2) develop processes for identifying districts and programs that exemplify the special education goals and key performance indicators. During the next year, staff and workgroup members will be reviewing research and developing self -review instruments to enable CDE and local district staff to identify known, research based practices already being implemented in district sites and programs. At the same time, CDE staff will be using Key Performance Indicators (KPIs) and Academic Performance Indicators (API) data to identify sites and programs that are demonstrating unusual levels of accomplishment in two KPI areas: Least Restrictive Environment and Academic Performance. These districts, sites and programs will be invited to participate in the validation of the Preferred Practices instruments and processes.

> Resource web sites:
> http://www.cde.ca.gov/psaa/api/
> http://www.cde.ca.gov/spbranch/sed/datarpts/index.htm

CALIFORNIA STATE IMPROVEMENT GRANT (SIG) ACTIVITIES
The SIG is a five- year statewide improvement grant to improve student outcomes in California. The grant provides personnel development, family education, and system change activities as outlined in a federal grant from the U.S. Department of Education. Core messages and activities within the SIG the areas of literacy, positive behavioral supports, collaboration in education, Transition: School to Adult Life, Family Partnerships, Least Restrictive Environment (LRE) and Individuals with Disabilities Education Act (IDEA) 1997.

> Resource web site:
> http://www.calstat.org/pcsesig.html#SIG

LEAST RESTRICTIVE ENVIRONMENT (LRE) INITIATIVE PROJECT
Through multi-year planning and development with California stakeholders, the LRE workgroup developed materials and conducts training for groups that participate in the LRE protocol self-assessment tool (state, district and site level self-assessment tool). The project disseminates information on frequently asked questions, training materials, and other information to support LRE requirements in IDEA and practices in LRE to support student and systems success.

ACSA and CARS+ HANDBOOK on GOALS and OBJECTIVES RELATED to ESSENTIAL STATE of CALIFORNIA CONTENT STANDARDS
This handbook contains goals and objectives for students with mild to moderate disabilities. It a tool and resource to provide step-by-step direction, sample goals and objectives/benchmarks, a suggest list of essential content standards, developed from the State of California Grade Level Content Standards including those aligned to the California High School Exit Exam (CAHSEE), and a condensed standards check-off list for easy reference. The handbook provides general education and special education with accurate procedures on writing goals and objectives/benchmarks for students receiving special education services and provides an array

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of samples based on the essential standards. The handbook allows any district to implement standards-based planning within their current IEP process.

Resource web sites:
http://www.carsplus.org/ (California Association of Resource Specialists and Special Education Teachers [CARS+])
http://www.acsa.org (Association of California School Administrators)

DESIRED RESULTS PROJECT (PRESCHOOL)- EARLY CHILDHOOD CONTENT and PERFORMANCE STANDARDS

In concert with the CDE, Child Development Division (CDD), this project focuses on the adaptations needed to appropriate assess the progress of children with disabilities, birth to five years of age and their families. The project provides continuity of standards across early childhood programs and is housed at Sonoma State University, California Institute of Human Services.

Resource web site:
http://www.sonoma.edu/cihs/standards.html

SPECIAL EDUCATION LOCAL PLAN AREA ADMINISTRATORS (SELPA) IEP TEMPLATE

The State SELPA organization formed a subcommittee that has been working on an IEP Template. The template will contain all of the required components pursuant to state and federal laws. In addition, it will contain all the CASEMIS data field components. The intent of the IEP Template is to have a document in compliance with state and federal law that all SELPAs can utilize if they so choose. If a SELPA decides to adopt the template they can incorporate additional components to fit their unique local needs. The ACSA goals and objectives that are aligned to the state content standards can be incorporated into the template via a computerized version. It is our hope the template will be translated into a number of different languages. The subcommittee is also working on IEP Agendas to ensure the IEP process is completed in the correct sequence.

CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT (CAPA)

All students enrolled in California public schools should receive instruction based on the California content standards. The degree to which the standards are used in writing IEP goals will vary based on the focus of the student's special education services. The California Standardized Testing and Reporting Program (STAR) serves as a vehicle to determine how well students are learning the skills and knowledge required by the California content standards. CDE established a Alternate Assessment Advisory Committee that determined a two-prong approach for alternate assessment to be in effect until a performance-based alternate assessment is developed. The current IEP-based alternate assessment will continue to be in effect until the California Alternate Performance Assessment (CAPA) is envisioned and developed as an assessment tool that closely aligns with the California content standards, is reliable and valid, and can be integrated into the state's accountability system.

Resource web site:
http://www.cde.ca.gov/spbranch/sed/capa/index.htm

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CDE STATEWIDE ASSESSMENT STANDARD and NON-STANDARD ACCOMMODATIONS
CDE developed and disseminates information regarding federal and state requirements regarding STAR Testing with Standard Accommodations and with Non-Standard Accommodations. This information includes guidance and helpful information for parents, teachers, administrators, students, assessment personnel, students and interested individuals, to understand and make making accommodation decisions (IEP teams) for student participation in STAR.

Resource web sites:
http://www.cde.ca.gov/statetests/
http://www.cde.ca.gov/spbranch/sed/resource.htm

CALIFORNIA HIGH SCHOOL EXIT EXAM (CHSEE)
CAHSEE's purpose is to ensure that students who graduate from high school have demonstrated the achievement and knowledge embodied in the state standards in reading, writing, and mathematics. Beginning in 2003-2004 school year and each school year thereafter, each student complete grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.

Resource web sites:
http://www.cde.ca.gov/statetests/cahsee
http://www.cde.ca.gov/spbranch/sed/cahsee.pdf

OTHER RELATED RESOURCES
The CDE website provides multiple resources for general and special education staff, parents, administrators and interested individuals, agencies and organizations. Of interest to the IEP Task Force would be the CDE work on "No Child Left Behind" (Elementary and Secondary Education Act) and connection and relationship to the Individuals with Disabilities Education Act (challenging content and performance standards, accountability and reporting systems, as well as qualified personnel). The Special Education Division's website provides particular resources of interest and connection to enhancing the IEP process including information, publications, and training and technical assistance resources. Examples include: Early Childhood Educational Series, California Blindness Advisory Task Force Report, California Reading Initiative and Special Education Services in California, Positive Interventions for Serious Behavior Problems, Transition to Adult Living: A Guide for Secondary Education; and various resources in special education issues, research and effective practices.

Resource web sites:
http://www.cde.ca.gov/
http://www.cde.ca.gov/spbranch/sed/